DOCUMENT RESUME

ED 354 196 SO 022 779

TITLE	Citizenship Rights Training Manual.
INSTITUTION	Oklahoma State Dept. of Human Services, Oklahoma City. Developmental Disabilities Services Div.
PUB DATE	92
NOTE	27p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Citizen Participation; *Citizenship; Citizenship Education; Civil Liberties; *Civil Rights; Client Characteristics (Human Services); *Developmental Disabilities; Exceptional Persons; *Human Services; *Training; Training Methods
IDENTIFIERS	*Oklahoma

ABSTRACT

The goal of this training manual is to encourage citizenship training for individuals with developmental disabilities when such training is indicated. It is intended to be used by interdisciplinary teams and trainers throughout the service delivery system. The manual begins by outlining a philosophy of service delivery, listing some of the basic rights of developmentally disabled individuals, and presenting guidelines regarding types of training and the roles of individuals, service providers, families and legal representatives in the training process. Much of the manual is devoted to materials that are intended to guide trainers in presenting information over a broad range of citizenship topics. Each topic area addresses the responsibilities that accompany it. Issues within the following topic areas are addressed: safety, speech, religion, government, association, privacy, education, employment, personal possessions, self-management, legal, health, and community. A list of references and a resource guide also are included. (DB)

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OKLAHOMA DEPARTMENT OF HUMAN SERVICES

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CITIZENSHIP RIGHTS TRAINING MANUAL

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DEVELOPMENTAL DISABILITIES SERVICES DIVISION

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F O R E W O R D

The purpose of this document is to encourage the development of citizenship training for individuals with developmental disabilities when such training is needed. This project has been a labor of love for all of us who share a vision of people with developmental disabilities taking their rightful place as full citizens in our country. We acknowledge that this material does not profess nor is it intended to be everything you ever wanted to know about citizenship. It is intended to be used by interdisciplinary teams and trainers throughout the service delivery system as a conceptual base for the development of citizenship training approaches for people with developmental disabilities. This material is a living document open to change, expansion, and redefinition. If this document proves helpful in empowering a person to exercise the rights and responsibilities we all share as citizens then this project will be a success.

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PHILOSOPHY OF SERVICE DELIVERY

People with developmental disabilities should be a part of and participate in the same valued experiences and life activities as do other citizens of Oklahoma. These valued experiences and life activities include:

• Home • Work • Friends • Family • School • Leisure

The purpose of the program is to assure these opportunities for people with developmental disabilities through varying levels of support and services provided in a manner which protects the person's dignity and enhances the person's capacity for self-determination. This will be achieved by using supports and services generally available to all members of the community, for example: medical care, transportation, education, work and access to leisure activities. It will be achieved by providing specialized supports and services such as accessible transportation, adaptive equipment and individually designed habilitative services.

This philosophy of services is based on fundamental values concerning all people. These values include the following:

1. Every person has dignity and worth as a human being.
2. Throughout life people should have opportunities to shape their personal futures through a variety of means including education, training, and environmental modifications.
3. People should have the opportunity to participate in decisions concerning all aspects of their lives.
4. People should live, work and play in natural settings, such as ordinary homes and work places, as appropriate to their stage of life.
5. Family and friends are our strongest advocates and social supports.
6. Adults should live in their own homes and have choices about where and with whom they live.
7. Children should live with families and are entitled to a free appropriate public education integrated within the home community.
8. Peoples' lives should be free of unnecessary intrusion.
9. People should live in nurturing, supportive environments, free of poverty, neglect or abuse.
10. People should live in good health.

These values provide a framework for the design and delivery of services to persons with developmental disabilities and their families. These values lead to a set of service principles which are applied for each person making application to and receiving services from the program.

Principles of the Developmental Disabilities Services Division of the Department of Human Services include the following:

1. Planning arises from a thorough recognition and understanding of a person's or family's needs including desires, capabilities, life stages, living situation and opportunities for greater independence in life activities.
2. People with developmental disabilities and their families, not the program, agency, or facility, are the center of the organization of services.
3. The service process must consider the whole person rather than addressing particular needs in isolation.
4. Services and programs are created to meet the unique needs of the individual.
5. Service delivery should enhance and strengthen existing supports rather than replace them.
6. Providing the supports to live independently or with families frees one to interact and participate in community life.

The department recognizes the need to expand and improve the control individuals exert over their lives in value-based, consumer driven systems. Increased opportunities for choice in Individualized Habilitation Plans (IHPs) reflect the beginning of the implementation of increased control by individuals served. Regulatory standards continue to move toward an emphasis on self-direction.

CITIZENSHIP/RIGHTS

The goal of the following material is to provide strategies for use by interdisciplinary teams in developing citizenship and rights training.

One of the most important aspects of citizenship is communication which includes indicating choices, opinions and preferences. For some individuals citizenship training can be incorporated into habilitation goals that target as an outcome improved social interaction. Citizenship training does not necessarily require a separate formalized training course. Integration is the key.

Citizenship training means different things to and for different people. Citizenship can include abiding by cottage rules, speaking up for yourself, voting, social and employment activities, consumer affairs, paying taxes, consulting an attorney and many other activities. The range of rights which we enjoy as citizens of a free society is too broad and inclusive to list here. The rights of the person included in the Individualized Habilitation Plan training document reflect some of the basic rights and include:

1. The right of the person to information which helps that person (or the legal guardian) understand his or her rights. This includes the availability of resources or programs to assist non-English speaking persons, persons with hearing disabilities, persons with vision disabilities, etc.

2. The right to know the risks of a particular program or treatment, (e.g., a behavioral control, seizure medication or a particular behavior intervention strategy).

3. The right to refuse a treatment or program and to be provided with alternatives and the right to consider the effect this refusal may have.

4. The right to manage financial affairs and the opportunity to do so.

5. The right to be free from the threat of physical, verbal, sexual or psychological abuse or punishment.

6. The right to be free from unnecessary drugs and physical restraints.

7. The right to personal privacy and confidentiality. This includes the right to privacy for activities involving personal care and privacy during visits.

8. The right to be compensated for work.

9. The right to communicate, associate and meet privately with persons of one's choice and to send and receive unopened mail with the assistance to do so if needed.

10. The right of access with privacy to make and receive telephone calls.

11. The right to participate in social, religious and community activities based on personal preference.

12. The right to own and use your personal possessions.

13. The right of a husband and wife to co-habitate.

14. All other rights as citizens of the United States including the right to file a complaint and the right to due process.

One way of looking at the habilitation process is to consider the Individualized Habilitation Plan as a citizenship plan. Using habilitation interventions effectively improves an individual's citizenship capacity. For some individuals, citizenship needs can be met by a focus on basic or prerequisite skills. For others a formalized, specific, citizenship/rights intervention may be needed. However, we must begin to look at Individual Habilitation Plans from a citizenship perspective in order to integrate citizenship/rights training with the total approach.

TRAINING ISSUES

Training in the area of citizenship/rights can be as diverse as needed and should be as creative as possible. When setting up training make use of existing resources such as civic organizations, consumer organizations, public officials, and the special skills and interests of agency staff. Opportunities for training that occur in the natural environment and on a day-to-day basis should be utilized. There may be activities targeted in current Individual Habilitation Plans for individuals which address citizenship issues and which could be indicated as such. Examples include habilitation objectives and service objectives. The fact that an individual has a guardian does not preclude the need for training.

Below are general guidelines regarding types of training and the roles of individuals, service providers, families and legal representatives in the training process.

Types of Training:

1. Formal—planned, organized training for individuals and groups based on Individualized Habilitation Plan objectives (individuals) or identified need areas (groups). Those may be one-time seminars/workshops or ongoing, regularly scheduled classes/training sessions.

2. Informal—involvement with individuals or groups on a day-to-day basis applying the concepts of citizenship within the context of routine activities; taking advantage of all opportunities to teach.

Role of Trainees/Trainers:

1. Individuals served—participate in formal and/or informal training with emphasis on involvement in self-advocacy efforts.
2. Direct contact staff—reinforce the rights of individuals and develop an awareness of the need for citizenship training; provide informal training and are alert to activities/situations conducive to informal training; support self-advocacy.
3. Professional staff—reinforce the rights of individuals and develop an awareness of the need for citizenship training; provide formal and informal training; reinforce informal training and seek information to become better trainers (maintain skills); support self-advocacy.
4. Administrative staff—support the rights of individuals and develop an awareness of the need for citizenship training; reinforce/support formal and informal training; support self-advocacy.
5. Parents/Guardians/Advocates—understand and reinforce the rights of individuals and need for citizenship training; reinforce and support formal and informal training; exercise their roles in ensuring the rights of individuals; support self-advocacy.

APPROACH

The word "citizenship" is a very broad term. It includes not only an understanding of the legal and personal rights we enjoy as citizens but also places responsibilities on us as citizens to respect the rights of others, to obey established laws and to participate as members of communities.

The attached materials are intended to guide trainers in presenting information over a broad range of citizenship topics. Each topic area essentially addresses a right/privilege enjoyed by all citizens with discussion of the responsibilities which accompany it. It should be stressed that the rights/privileges we enjoy as citizens are accompanied by a requirement to exercise them in a responsible, safe manner.

Use the attached information to facilitate discussion in both formal and informal training situations and feel free to add information or eliminate information based on individual need. Within each topic area, gear the presentation to fit the individual's abilities to comprehend and make use of the information.

For example: When discussing the right to be free from harm, one individual may learn to contact Adult Protective Services and lodge a formal complaint of alleged mistreatment, while another individual may have this need addressed by learning to communicate pain to staff or avoiding aggressive individuals.

BE CREATIVE !

S A F E T Y

RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to police protection	• Obey the laws • Be factual and truthful when making a report	• Communication • Explanation of laws
• Right to fire department support	• Learn to practice fire safety • Do not make false reports	• Evacuation procedures • Home safety issues
• Right to be free from abuse or mistreatment	• Do not abuse or mistreat others • Report any incidents of abuse or mistreatment • Do not make false reports	• Communication • Explanation of abuse • Correction when person abuses someone else
• Right to defend self and property	• Respect the property of others • Deal rationally with offenders • Properly secure belongings	• Correction when person destroys property • Methods of dealing with people
• Right to be free of unnecessary restraints	• Do not initiate dangerous situations	• Proper behavior/behavior plan

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S P E E C H

RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to communicate wants/needs	• Be reasonable • Be independent when possible	• Basic communication • Assertiveness training • Making choices • Adapted/Alternative communication systems
• Right to voice/write opinions	• Do not say things to deliberately hurt others	• Basic communication • Assertiveness training • Participation in self-advocacy groups, other committees

R E L I G I O N

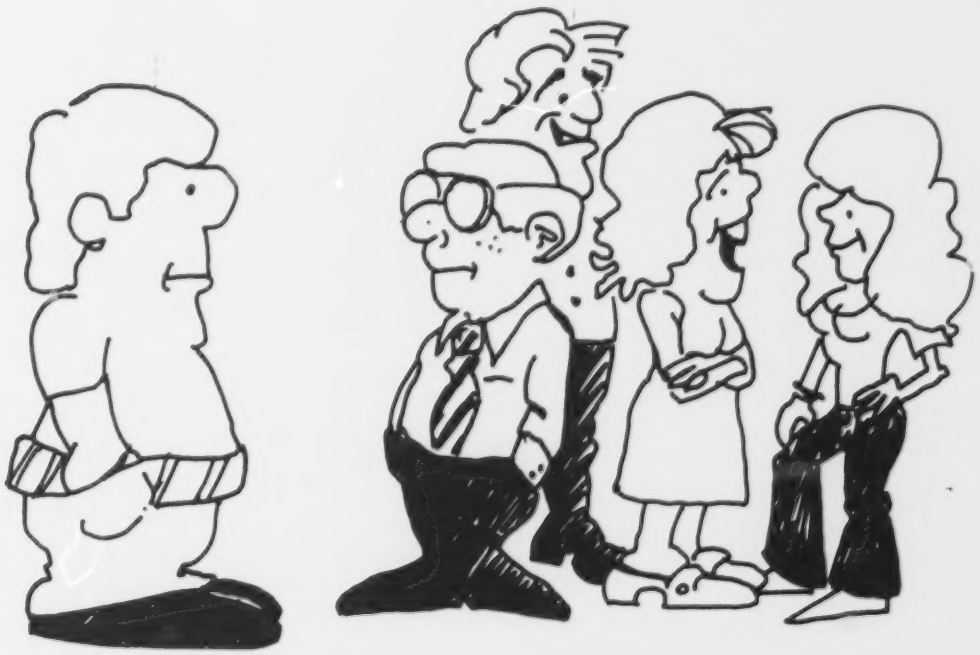
RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to practice/refuse to practice a chosen religion • Right to access community churches	• Respect religious beliefs/practices of others • Respect the choice of others not to participate • Learn and follow the practices of the chosen religion appropriately	• Visit various churches • Classes to explain various religious ceremonies/beliefs

G O V E R N M E N T

RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to vote • Right to a polling place and procedure that is adapted to your disability	• Register • Vote • Study the issues and candidates to make an informed choice	• Communication • Making choices • Academic classes such as history, civics, etc. • Current events
• Right to communicate with legislators	• Be informed and discuss only pertinent information	• Communication • Current events
• Right to run for office	• Understand the duties of the office and be sure that you can carry it out	• Government classes • Current events • Judicial process
• Right to participate in city, county, state and federal government	• Consider the best interest/needs of the people you serve • Serve on a jury if called	
• Right to voice your opinion about government practices	• Respect the opinions of others • State only informed opinions	
• All the rights that are guaranteed to all citizens by the Constitution and Bill of Rights	• Learn what those rights are • Learn local, state, federal laws • Understand that those rights apply to everyone—don't violate the rights of others	

A S S O C I A T I O N

RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to choose friends/associates/roommates	• Behave in a socially appropriate manner • Respect rights/opinions of friends • Share responsibilities	• Develop social skills • Attend community leisure activities/organizations
• Right to marry and live with spouse	• Treat spouse with respect • Share responsibilities	• Sex education • Marriage preparation classes • Household management
• Right to bear and raise children	• Provide children with education/medical treatment/shelter/food/love	• Parenting classes • Sex education



P R I V A C Y

RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to personal privacy • Right to private visits with spouse • Right to privacy during medical appointments, treatments • Right to talk privately with others	• Respect the privacy of others • Share pertinent information	• Assertiveness training • Sex education • Making/keeping medical appointments
• Right to open own mail and packages	• Send response when appropriate • Share pertinent information	• Reading skills • Writing skills
• Right to access telephone with privacy	• Do not abuse telephone use • Do not make inappropriate calls • Pay telephone bill	• Telephone use skills
• Right to confidentiality of records	• Give consent for release of information • Share pertinent information • Maintain records	• Giving informed consent • Reading skills • Writing skills • Client record

E D U C A T I O N

RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to an appropriate, integrated education	• Attend class, complete assignments • Pay tuition/bills • Follow instructions/rules	• Public Law 94-142 • Test-taking skills • Vocational-technical school • College/University
• Right to participate in education program development	• Attend meetings • Actively participate, voice opinions • Use advocate if needed	• IHP training • Public Law 94-192 • Assertiveness training

E M P L O Y M E N T

RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to equal opportunity	• Develop useful work skills • Complete job application • Keep interview appointment, be polite and respectful, and dress appropriately • Be truthful in the application and interview	• Communication • Reading and writing • Interview skills • Work skills • Personal hygiene/grooming skills
• Commensurate wages or salary	• Pay taxes if applicable • Perform work to best of ability • Ensure wages are correct • Display socially appropriate work behaviors • Report to authorities when work is required without pay	• Work skills • Proper behavior • Department of Labor standards • Grievance procedures • Tax laws
• Right to work benefits: —health insurance —retirement benefits —leave —opportunities for continuing education at the same level as non-handicapped employees	• Pay for benefits you request if required • Do not abuse leave • Do not abuse health insurance	• Money management • Employer policies/procedures

PERSONAL POSSESSIONS

RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to have personal possessions	• Make priority purchases first • Maintain good care of possessions • Careful use of credit cards • Pay debts, make payments on time • Stay within income level when purchasing • Maintain records	• Making purchases • Money management • Safekeeping possessions • Reading skills • Writing skills
• Right to own and dispose of property	• Maintain good care • Make payments on time • Maintain records • Pay taxes	• Money management • Reading skills • Writing skills • Applicable local, state, federal laws

S E L F - M A N A G E M E N T

RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to manage own affairs	• Spend money wisely, pay bills/debts • Use an advocate if needed • Maintain care of self and home • Make informed choices	• Money management • Making choices • Assertiveness training • Self-care skills • Independent living skills
• Right to choose where to live	• Respect neighbor's rights • Keep residence in good repair • Know local laws	• Independent living skills • Environmental maintenance

L E G A L

RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to fair legal treatment • Right to legal representation • Freedom from discrimination based on race, sex, origin, handicapping condition	• Contact an attorney • Pay fees • Have a legitimate complaint • Obey laws, accept legal consequences • State grievances thoroughly and accurately	• Communication • Judicial process • Grievance process • Local, state, federal laws • Rights training • Assertiveness training • Legal Aid • Guardianship Law

H E A L T H

RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to good health	• Keep doctor appointments • Follow treatment instructions • Pay bills, premiums • Ask questions about treatment, know risks/benefits/options • Get second opinion • Use an advocate if needed • Give legal, informed consent • Maintain a healthy diet • Exercise • Make burial plan. Will • If you refuse treatment, don't blame the doctor for the consequences	• Communication • Making appointments • Assertiveness training • Nutrition classes • Body mechanics

C O M M U N I T Y

RIGHT	*RESPONSIBILITY*	*TRAINING APPROACHES/AREAS*
• Right to access the community • Right to freedom of movement	• Do not invade privacy of others • Display appropriate social behavior • Follow traffic regulations • Demonstrate community safety • Respect environment—don't litter, destroy property • Obey local regulations (garbage, yard maintenance, taxes, etc.) • Participate in local community organizations—charities, fundraising, etc.	• Communication • Community awareness (stores, utilities, transportation, public assistance, leisure, etc) • Safety issues • Social skills • Reading skills • Writing skills • Mobility • Driving skills

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Hines, Don't Get Mad: Get Powerful! A Manual for Building Advocacy Skills (1987).

Self-Determination, National Conference on Self-Determination (1989).

Individual Habilitation Plan Manual, Oklahoma Department of Human Services, Developmental Disabilities Services Division (1989).

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BOOKS, PAMPHLETS, ETC.:

Your Rights—Rights for People with Developmental Disabilities—Oklahoma
DHS Pub. No. 90-18

Protective Services for People with Developmental Disabilities—Oklahoma
DHS Pub. No. 91-10

Citizenship in the World.....Pub. No. 3254

Citizenship in the Nation.....Pub. No. 3252

Citizenship in the Community.....Pub. No. 3253

Handicap Awareness.....Pub. No. 3370
Boy Scouts of America—Merit Badge Series

Don't Get Mad: Get Powerful!—A Manual for Building Advocacy Skills (1987) Hines

Self-Determination, National Conference on Self-Determination (1989)

Learning About Voting and How Government Works—A Voter Education Handbook—People First of Washington

Student's Guide to Federal Income Tax—Internal Revenue Service,.....Pub. No. 4

SSI—Supplemental Security Income—Social Security Administration, Pub. No. 05-11000

Information on Public Law 94-142—Education for All Handicapped Children Act of 1975

Problem-Solving Workbook—People First of Tennessee Inc.

Individual Habilitation Plan Manual—Developmental Disabilities Services Division, Version 2.2 (1989)

Guardianship of Adults—Participant Guide, Developmental Disabilities Services Division

Understanding Taxes—a presentation by the Internal Revenue Service, 1-800-829-1040

Oklahoma Driver's Education Manual—Department of Public Safety

AGENCIES/PEOPLE:

Pro-Oklahoma (Parents Reaching Out in Oklahoma) 1917 S. Harvard Ave, Oklahoma City, OK 73128 • (405)681-9710 • 1-800-PL94-142

OASIS Information Service for Handicapped Children (405)271-6302

Oklahoma Department of Human Services, Developmental Disabilities Services Division
Judy Leitner, Community Relations (405)521-4982
Michaela Bishop and Paul Rowe, Technical Assistance (405)521-6258

Oklahoma People First
Michelle Hoffman—Self-Advocacy Coordinator (918)582-8272

ADDITIONAL RESOURCE AREAS:

Community telephone directories
U.S. Postal Service
Local Police Department
Local Fire Department
Local adult education classes
Legal Aid
Attorneys
Health Department
Churches
Legislators/Senators
College professors
Vo-Techs
Libraries

You Can Count On Us!

DHS Pub No. 92-01

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